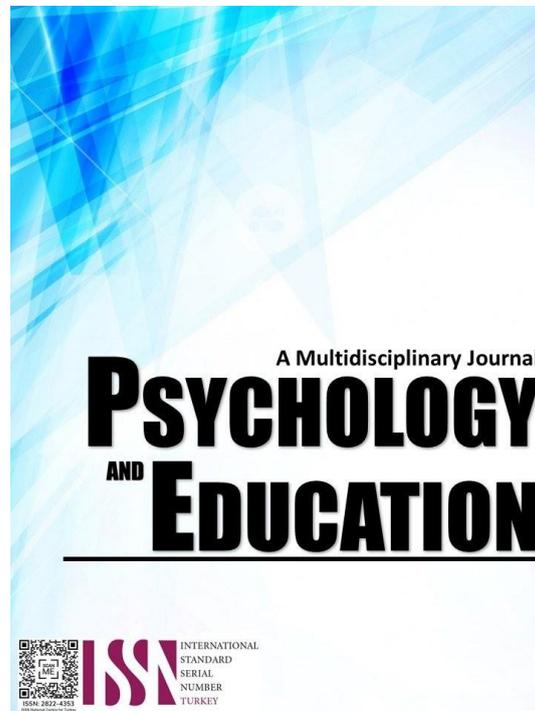


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Challenges Encountered by the Newly Hired Teachers in the New Normal: Tagoloan District Experience

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Abstract

This study investigated the challenges encountered by newly hired teachers. It sought to determine (a) the demographic profile of the respondents; (b) the level of challenges encountered by the respondents in the new normal in terms of workload, instructional management, classroom management, and school environment; (c) the teaching performance of the respondents for S.Y. 2020-2021; (d) the relationship between the respondents' level of challenges and their teaching performance; and (e) the proposed LAC session based on the results of the study. Fifty-eight (58) newly hired teachers were utilized as respondents. Results revealed that (a) most of the newly hired teachers were female belonging to the age group of 26-30 years, (b) most of the newly hired teachers found workload, classroom management, and school environment to be challenging, and the instructional management to be very challenging, (c) most of the newly hired teachers acquired a very satisfactory teaching performance rating, (d) the respondents' level of challenges and their teaching performance had no significant relationship. The study depicted that although the newly hired teachers were challenged with their workload, instructional management, classroom management, and school environment, their performances were not affected, as depicted in their IPCRF rating.

Keywords: *challenges, new normal, teaching performance, newly hired teachers*

Introduction

Teaching has never been an easy job. It has become immensely more demanding and challenging due to the pandemic that we are now experiencing. The Covid-19 pandemic has greatly affected one country and the whole world itself. This pandemic caused the creation of what we call the "New Normal." It has caused significant adjustments on our part. Amidst this pandemic, "we want to ensure learning continuity. In the forum, our battle cry is learning must continue," Briones said (GOV.PH, 2020).

The most considerable burden now falls in the hands of the educators, such as the creation of countless modules, significant adjustments in their schedules, more paperwork to fill, and many more that even the seasoned and experienced teachers were having a hard time adjusting themselves. If these teachers of many years were having difficulties handling these challenges caused by the pandemic, what more for the newly hired ones who just entered the system? The challenges that they were now facing are doubled due to the pandemic. There were already many challenges faced by the newly hired even without the pandemic.

Such challenges would be more about adjusting to the new mode of delivering education to the learners, adjusting to the new environment and community, adjusting to the health protocols mandated by the DepEd, adjusting to additional paper works and others. In another study, some problems of newly-hired

teachers were the feeling of isolation; poor understanding of what is expected of them; workload, and extra assignments that they were unprepared to handle; lack of supplies, materials, or equipment; poor physical facilities; and lack of support or help from experienced teachers or supervisors that contribute to their feelings of frustration and failure (Rubinstein, 2010).

In order to prepare the newly hired teachers into the world of the teaching profession, the Department of Education institutionalized a continuing professional development program called Teacher Induction Program (TIP). This induction program is a professional development program that incorporates mentoring and is designed to offer support, guidance, and orientation for beginning teachers during the transition into their first teaching job (AIR, 2015). Based on the literature, first-year teachers leave the field of education due to the lack of administrative support, inability to manage personal and professional expectations, limited teaching resources, lack of professional development, and difficulty handling behavioral problems in the classroom. There is an increased attrition rate by as much as 50% of teachers who leave teaching within the first three to five years (Le Maistre & Paré, 2008).

According to research conducted by the College of Education in Misamis University, the newly hired teachers found workload challenges to be serious, meaning that the difficulties gave them a considerable amount of stress and trouble. School heads should

assign adequate administrative paperwork to newly hired teachers. Co-curricular and extra-curricular activities have to be assigned to more experienced teachers and make newly hired teachers learn the work gradually from their more experienced colleagues (Jomuad et al., 2017). The study aimed to investigate the challenges encountered by newly hired teachers in the new normal, specifically in Tagoloan District, Division of Lanao del Norte. The study was conducted in S.Y. 2020-2021. The researcher is in her first year in service and thus can significantly relate to this study. She is determined to identify the challenges faced by the newly hired teachers like her amidst the pandemic. She would look for strategies that could help overcome these challenges they have encountered for them to become more effective and efficient public school teachers.

Research Questions

The study aimed to determine the challenges encountered by the newly hired teachers in the new normal, specifically in Tagoloan, Lanao del Norte. Specifically, the study sought to answer the following questions.

1. What is the demographic profile of respondents in terms of
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Number of training attended; and
 - 1.4 Distance of residence to school in kilometer (km)?
2. What is the level of challenges encountered by the respondents in the new normal in terms of
 - 2.1 Workload;
 - 2.2 Instructional Management;
 - 2.3 Classroom Management; and
 - 2.4 School environment?
3. What is the teaching performance of the respondents for S.Y. 2020- 2021?
4. Is there a significant relationship between the demographic profile of the respondents and the challenges they encountered?
5. Is there a significant relationship between the respondents' level of challenges and their teaching performance?
6. What LAC session can be designed based on the study results?

Methodology

This section deals with the methods and procedures used in the study. This includes the research design, research environment, study respondents, research instrument, data gathering procedure, and statistical treatment.

Research Design

The study used the descriptive-correlational research design. Descriptive research was used to describe the respondents' socio-economic profiles and the challenges they encountered. This also used correlational research since the socio-economic profiles of the respondents were correlated to the challenges they faced in terms of workload, instructional management, classroom management, and school location.

Research Environment

The study was conducted in the schools in Tagoloan District belonging to the Division of Lanao del Norte. Tagoloan District comprises 13 schools consisting of primary schools, elementary schools, integrated schools, and a national high school. This district is located in a rural area, so its schools are widely scattered around Tagoloan, Lanao del Norte. Tagoloan District is currently headed and under the guidance of the District Coordinating Principal, Dr. Nor-amillee A. Sanggacala.

These 13 schools were the following: Cabasaran Elementary School with school ID 127211 located in Brgy. Cabasaran, Tagoloan, Lanao del Norte. It started its operations in June 01, 1975. Darimbang Elementary School has school ID of 200536. It is located in Brgy. Darimbang, Tagoloan Lanao del Norte. They started their operations in June 01, 2009. Dimayon Elementary School with school ID 127212 is located in Brgy. Dimayon, Tagoloan, Lanao del Norte that started its operations in June 01, 1975. Gadongan Elementary School with school ID 127213 is located in Brgy. Landa, Baloi, Lanao Del Norte that started operations in June 01, 1976. Lastly, Kiasar Integrated School (formerly Kiasar Elementary School) with school ID 501395 is located in Brgy. Kiasar, Tagoloan, Lanao del Norte that started its operations in June 01, 1955.

Moreover, Lininding Elementary School with school ID 127215 is located in Brgy. Sarip Alawi, Tagoloan, Lanao del Norte that started its operations in June 01, 1970. Malimbato Primary School with school ID



200543 is located in Brgy. Malimbato, Tagoloan, Lanao del Norte. Its operations started in June 01, 2010. Furthermore, Payawan Elementary School with school ID 127216 is located in Brgy. Sarip Alawi, Tagoloan, Lanao del Norte that started its operations in June 01, 1950; Payong Dalamas Primary School (annex of Malimbato Primary School) is located in Brgy. Dalamas, Tagoloan, Lanao del Norte; Sultan Palao Ali Memorial Elementary School (SPAMES) with school ID 127217 is located in Brgy. Inagongan, Tagoloan, Lanao del Norte that started its operations in June 01, 1958; Tagoloan Integrated School (formerly Tagoloan Elementary School) with school ID 501394 located in Brgy. Dimayon, Tagoloan, Lanao del Norte that started its operations in June 01, 1979; Tagoloan National High School with school ID 304021 is located in Brgy. Inagongan, Tagoloan, Lanao del Norte that started its operations in June 03, 1996; and Tumble Integrated School Tagoloan Integrated School (formerly Tumble Elementary School) with school ID 501433 is located in Brgy. Panalawan, Tagoloan, Lanao del Norte that started its operations in June 01, 1962 (PH Place, 2021).

The municipality of Tagoloan has a land area of 69.70 square kilometers or 26.91 square miles. It constituted 2.08% of Lanao del Norte's entire site. Its population as determined by the 2015 Census was 13,253. This represented 1.96% of the total population of Lanao del Norte province, or 0.28% of the overall population of the Northern Mindanao region. Tagoloan has 7 barangays and these are Dalamas, Darimbang, Dimayon, Inagongan, Kiasar, Malimbato, and Panalawan. The people of Tagoloan grew from 5,900 in 1970 to 13,253 in 2015, an increase of 7,353 people. The latest census figures in 2015 denoted a positive growth rate of 2.44%, or an increase of 1,579 people, from the previous population of 11,674 in 2010. Tagoloan is the home of the Mighty Cave Park located in Barangay Darimbang and Mighty Hill Top located in Barangay Inagongan (PhilAtlas, 2021).

Respondents

The study respondents were the newly hired teachers appointed from the school year 2016 and up with a teaching experience of no more than five years. There were five newly hired teachers out of 11 teachers in Cabasaran Elementary School, 2 out of 7 in Darimbang Elementary School, 4 out of 12 in Dimayon Elementary School, 1 out of 11 in Gadongan Elementary School, 9 out of 14 in Kiasar Integrated School, 4 out of 14 in Lininding Elementary School, 2 out of 5 in Malimbato Primary School, 5 out of 13 in Payawan Elementary School, 4 out of 5 in Payong

Dalamas Elementary School, 1 out of 13 in Sultan Palao Ali Memorial Elementary School, 10 out of 19 in Tagoloan Integrated School, 2 out of 16 in Tagoloan National High School, and 9 out of 13 in Tumble Integrated School. A total of 58 respondents out of the 153 total population was covered in this study. Out of all these respondents, 15 had a 0 to 1 year in DepEd service, 11 had more than 1 to 2 years in DepEd service, 20 had more than 2 to 3 years in DepEd service, 9 had more than 3 to 4 years in DepEd service, and 3 had more than 4 to 5 years in DepEd service.

Table 1. *Distribution of Respondents*

<i>Schools</i>	<i>Total Population</i>	<i>No. of Respondents</i>
Cabasaran Elementary School	11	5
Darimbang Elementary School	7	2
Dimayon Elementary School	12	4
Gadongan Elementary School	11	1
Kiasar Integrated School	14	9
Lininding Elementary School	14	4
Malimbato Primary School	5	2
Payawan Elementary School	13	5
Payong Dalamas Primary School	5	4
Sultan Palao Ali Memorial Elementary School	13	1
Tagoloan Integrated School	19	10
Tagoloan National High School	16	2
Tumble Integrated School	13	9
TOTAL	153	58

Table 2. *Number of Years in Service of Respondents in DepEd*

<i>No. of Years in Deped Service</i>	<i>No. of Respondents</i>
0 - 1 year in DepEd Service	15
More than 1 - 2 years in DepEd Service	11
More than 2 - 3 years in DepEd Service	20
More than 3 - 4 years in DepEd Service	9
More than 4 - 5 years in DepEd Service	3
TOTAL	58

Data Gathering Procedure

The data gathering process was done in this manner; the researcher constructed a questionnaire in google forms which collated the respondents' responses in an excel form. After complying with the protocols in asking permission to conduct the study, the researcher proceeded to conduct the study to the respondents by sending them the generated link of google forms via



messenger. The generated link was given to all the respondents identified in this study. After all the responses were collected in an excel form. The data gathered was then analyzed and consolidated.

Statistical Treatment

The following statistical tools were employed for the data collected in each specific problem. For problems 1 and 3, Frequency and Percentage were used in analyzing the profile of newly hired teachers as to age, gender, number of training attended, and distance of residence to school in kilometers (km) and to analyze the teaching performance of the respondents for S.Y. 2020-2021. For problem 2, Weighted Mean was used to determine the level of challenge encountered by the respondents in the new normal in terms of workload, instructional management, classroom management, and school environment. For problems 4 and 5, Pearson Moment Correlation was used to determine the relationship between the demographic profile of the respondents and the challenges they encountered and the relationship between the respondents' level of challenges and their teaching performance.

Results and Discussion

What is the demographic profile of respondents in terms of age, gender, number of training attended, a distance of residence to school in kilometers (km)?

Table 3. *Age of the Respondents*

<i>Age (in years)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
21-25	14	24.1
26-30	27	46.6
31-35	10	17.2
above 35	7	12.1
Total	58	100.0

Table 3 presents the age of the respondents. Results showed that 27 or 46.6% of the sampled respondents belonged to 26-30 years of age, 14 or 24.1% of them were classified at 21-25 years of age, 10 or 17.2% of them belonged to 31-35 years of age, and 7 or 12.1% of them were classified to more than 35 years of age.

Table 4. *Gender of the Respondents*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	4	6.9
Female	54	93.1
Total	58	100.0

Table 4 presents the frequency and percentage distribution of the respondents in terms of gender. Results described that 54 or the whopping 93.1% of the sampled respondents were female while 4 or 6.9% of the sampled respondents were male. This implied that the majority of the newly-hired teachers in Tagoloan District were female. This proved that the teaching profession was highly dominated by women compared to men.

Regalado (2017) stated that census findings disclosed that in the Philippines, teaching was a woman-dominated profession. There were more female school teachers than males, both in the public elementary and secondary schools. Perceptions of teaching as “women’s work” (Kelleher et al., 2011) were very much evident in the feminization of teaching. According to World Bank data, this was especially true at the elementary level, where 65.73% of teachers were females as of 2017. The same was true in the Philippines where 87.54% of teachers at the primary level were females, as of 2016 (World Bank Data, 2019). More interestingly, the World Bank data showed that the percentage of women in the teaching profession appeared to be rising steadily. This phenomenon had evoked much concern as men were regarded as the "dying breed" in schools (Thomas, 2016). Further, Clifford indicated that from 1885 to World War I, magazines and professional journals noted that feminization was driving men out of teaching (Martino, 2008).

Table 5. *Number of Training Attended*

<i>Number of Training Attended</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1-5	34	58.6
6-10	13	22.4
above 10	11	19.0
Total	58	100.0

Table 5 presents the number of training attended by the respondents. Results described that 34 or 58.6% of the sampled respondents had participated in 1 up to 5 activities. Thirteen or 22.4% of the sampled



respondents, on the other hand, had attended training ranging from 6 to 10. In contrast, the remaining 11 sampled respondents had attended more than ten training. This implied that most of the newly-hired teachers in Tagoloan District were only able to participate in 1 to 5 activities.

Based on the findings of Alestre's (2016) study, it was significant for school heads and teachers to have a concerted effort to maximize the positive outputs of every training and seminar attended. This implied that school heads, leaders, and teachers were responsible for their professional development through training and seminars, which can significantly help enhance and improve the quality of teaching and education provided to the students. With the growing importance of specialization globally, the need for well-trained and highly skilled teachers was now also felt beyond national and cultural boundaries, making the well-trained teacher an invaluable product in an institution. The term 'training' may bring up images of military drills. Still, in practice, the training of teachers involved relatively sophisticated processes derived by theoretical models of professional development and change over time in teachers' conceptions of teaching.

Table 6. Distance of Residence of the Respondents from School (km)

Distance (km)	Frequency	Percentage (%)
1-10	13	22.4
11-20	22	37.9
21-30	4	6.9
above 30	19	32.8
Total	58	100.0

Table 6 presents the distance of residence of the respondents to their respective schools. Results described that 22 or 37.9% of the sampled respondents were 11 to 20 kilometers away from their respective schools. 19 or 32.8% of the sampled respondents were 30 kilometers and above away from their respective schools. 13 or 22.4% of the sampled respondents were 1 to 10 kilometers away from their respective schools, while the remaining 4 or 6.9% of the sampled respondents were 21 to 30 kilometers away from their assigned schools.

In a research by Orale (2018), he mentioned that it was a practice in the Philippines those neophyte teachers were assigned in less attractive places, like far-flung schools. In some cases, the desire of new teachers to gain employment for economic reasons was most of

the time the main reason why neophyte teachers accepted teaching jobs in far-flung places. Far-flung schools were difficult to reach and often dangerous. Traveling to and from the nearest accessible road required stamina and courage. This was most likely why younger teachers were the ones assigned to it.

What is the level of challenge encountered by the respondents in the new normal in terms of workload, instructional management, classroom management and school environment?

Table 7. Challenges Encountered in Terms of Workload

Workload	Mean ± SD	Description
W1. Given an advisory class in the new normal setting.	4.34±0.66	Challenging
W2. Getting full loads of subjects the same with experienced co-teachers in the new normal setting.	4.38±0.62	Challenging
W3. Getting the assigned paperwork done at the specified time.	4.41±0.70	Challenging
W4. Preparing administrative paperwork and reports in the new normal setting.	4.47±0.68	Challenging
W5. Assessing outputs of the learners from the self-learning modules.	4.40±0.77	Challenging
Average	4.40±0.53	Challenging

Table 7 shows the level of challenges encountered by the respondents in the new normal in terms of workload. As what was shown in the table above, preparing administrative paperwork and reports in the new normal setting garnered the highest mean score of 4.47 which implied that it was challenging for the newly-hired teachers. This was followed by getting the assigned paperwork done at the specified time with a mean score of 4.41 which also implied that it was also challenging for them.

Assessing outputs of the learners from the self-learning modules came close with a mean score of 4.40 followed by getting full loads of subjects the same with experienced co-teachers in the new normal setting with a mean score of 4.38 and being given with an advisory class in the new normal environment with a mean score of 4.34. These were all deemed challenging by the newly hired teachers. These results produced an average mean score of 4.40, which showed that the challenges the respondents encountered in the new normal in terms of workload was challenging.

According to Primary Sources (2014), in a study conducted by Scholastic and the Gates Foundation, the



average teacher worked 53 hours a week. Another study found that 78% of teachers felt that they do not have enough planning time to address Common Core standards adequately. Almost half of the teachers reported stress levels were high enough to interfere with their health, sleep, and work quality. Aside from concern over teachers themselves, teacher workload presented a problem for our entire education system. Research showed that children suffered when teachers had no time to plan properly or were too stressed to be their best.

Lisciandrello (n.d) stated that there was a simple reason why teacher workloads had become so overwhelming. They expected more from teachers than they used to. And, while the mandates had increased, little had changed in terms of the support and resources they provided to teachers. In a traditional classroom, a teacher was expected to play two roles: present content and determine who had learned it. Of course, many great teachers inspired and connected with their students. But it was not a requirement of the job. For today’s teachers, the bar had risen. They were expected to meet each student’s unique academic and social- emotional needs, make learning exciting, integrate technology, and go on.

Table 8. *Level of Challenges Encountered by the Respondents in the New Normal in Terms of Instructional Management*

<i>Instructional Management</i>	<i>Mean ± SD</i>	<i>Description</i>
IM1. Implementing learning interventions to struggling learners in the new normal setting.	4.64±0.48	Very Challenging
IM2. Choosing appropriate teaching methods and techniques in the new normal setting.	4.55±0.57	Very Challenging
IM3. Crafting individual learning tasks in the new normal setting.	4.64±0.55	Very Challenging
IM4. Time management between paper works and home visitations.	4.47±0.63	Challenging
IM5. Implementing new guidelines for learning in the new normal setting.	4.55±0.63	Very Challenging
Average	4.57±0.45	Very Challenging

Table 8 shows the level of challenge encountered by the respondents in the new normal in terms of instructional management. As shown in the table above, five out of four indicators were very challenging for the newly hired teachers. These were implementing learning interventions to struggling learners in the new normal setting with a mean score of 4.64. Another indicator which was with crafting

individual learning tasks in the new normal setting and choosing appropriate teaching methods and techniques in the new normal environment got a mean score of 4.55, also the same with choosing appropriate teaching methods and practices in the new normal setting.

Time management between paper works and home visitations got the lowest mean score of 4.47, which implied that it was challenging for the newly hired teachers. It showed that balancing the two said factors was quite hard for a neophyte teacher who lacked the experience and allotting proper time management. These results garnered an average mean score of 4.57, which showed that the level of challenge encountered by the respondents in the new normal in terms of instructional management was very challenging.

Education played an essential role in shaping the lives of students. In the process, teachers were one of the essential instruments in delivering quality learning. Due to the emergence of COVID-19 in the Philippines, many changes happened in the educational landscape. One of these was the mode of instruction that the Department of Education implemented. The current COVID-19 crisis had obliged most education systems to adopt face-to-face teaching and learning alternatives. Many education systems moved activities online to allow instruction to continue despite school closures (OECD, 2020).

Table 9. *Level of Challenges Encountered by the Respondents in the New Normal in Terms of Classroom Management*

<i>Classroom Management</i>	<i>Mean ± SD</i>	<i>Description</i>
CM1 Establishing classroom/homeroom rules in the new normal setting.	4.09±0.71	Challenging
CM2. Motivating the learners into answering the self-learning modules.	4.66±0.61	Very Challenging
CM3. Encouraging the parents into guiding their children in answering the self-learning modules.	4.52±0.78	Very Challenging
CM4. Conducting home visitations to assess the status of the learners.	4.53±0.75	Very Challenging
CM5. Room structuring following the health protocols in the new normal setting.	4.28±0.62	Challenging
Average	4.41±0.53	Challenging

Table 9 shows the level of challenge encountered by the respondents in the new normal in terms of classroom management. As established in the table above, three indicators were very challenging, while the remaining two were challenging for the newly hired teachers. Motivating the learners into answering the self-learning modules with a mean score of 4.66,



conducting home visitations to assess the status of the learners with a mean score of 4.53. Meanwhile, encouraging the parents to guide their children in answering the self-learning modules with a mean score of 4.52 were the indicators deemed very challenging by the newly-hired teachers.

The two remaining indicators, which were room structuring following the health protocols in the new normal setting and establishing classroom/homeroom rules in the new normal setting, were deemed challenging by the respondents. These results garnered an average mean score of 4.41, which showed that the level of challenge encountered by the respondents in the new normal in terms of classroom management was challenging. There were many things needed to prepare a classroom that followed the proper health protocol. Some of these were costly and needed a lot of effort, such as making barriers between the spaces of the learners that was the teachers were having a hard time.

Distance education can, in many aspects, be a lonely affair where students were left to motivate themselves and to push through barriers and hurdles with less help and support from peers and teachers. The sense of isolation was ever-present (Dickey, 2004). In a situation where the student was left to self-motivate and drive their studies forward, there was an apparent need to understand what factors affected motivation in distance education. Motivation had been identified as a critical factor for online education (Lim, 2004).

Table 10. *Challenges Encountered in Terms of School Environment*

<i>School Environment</i>	<i>Mean ± SD</i>	<i>Description</i>
SE1. Adapting the culture of the school.	4.00±0.82	Challenging
SE2. Being one with the school community.	4.02±0.76	Challenging
SE3. Transportation from home to school.	4.45±0.71	Challenging
SE4. Connecting the previous environment with the current atmosphere of the school.	4.07±0.67	Challenging
SE5. Being assigned in a rural/remote area.	4.45±0.58	Challenging
Average	4.20±0.58	Challenging

Table 10 shows the level of challenge encountered by the respondents in the new normal in terms of the school environment. As shown in the table above, all of the indicators were challenging for the newly hired teachers. The indicators, which were transportation from home to school and being assigned in a rural/remote area, gained the highest mean scores of 4.45—connecting the previous environment with the current atmosphere of the school, followed by a mean score of 4.07.

Being one with the school community, on the other hand, having a mean score of 4.02 while adapting to the school's culture gained the lowest mean score of 4.00. When combined, these results produced an average mean score of 4.20, which implied that the level of challenge encountered by the respondents in the new normal in terms of school environment was challenging.

Teaching in a remote school was a considerable challenge. Teachers would encounter a variety of uncomfortable means of transportation like "banka," "habal-habal," and even the use of animals such as horses or carabao just to reach the station (Barcena, 2018). Teachers risk their lives and their entire family just to pursue their chosen vocation. One of the most important factors in the development of a passion for teaching was teachers' ongoing commitment and dedication to students and learning. Passionate teachers were fiercely devoted to their work and greatly inspire their students (Fox, 1964).

Table 11. *Consolidated Findings of the Level of Challenges Encountered by the Respondents in the New Normal*

<i>Challenges Encountered</i>	<i>Mean ± SD</i>	<i>Description</i>
Workload	4.40±0.53	Challenging
Instructional Management	4.57±0.45	Very Challenging
Classroom Management	4.41±0.53	Challenging
School Environment	4.20±0.58	Challenging
Average	4.39±0.45	Challenging

Table 11 shows the consolidated findings of the level of challenges encountered by the respondents in the new normal. As what was shown in the table above, there were four challenges faced variables. In these variables, only one out of the four was found to be very challenging, and that was the instructional management. In contrast, the remaining three variables, workload, classroom management, and school environment, were considered challenging by the newly hired teachers.

Considering all the variables, these results produced an average mean score of 4.39, which implied that the level of challenge encountered by the respondents in the new normal was challenging. This further inferred that although things were hard in the teaching department where they were experiencing a global pandemic. The newly-hired teachers were challenged but not to the highest extent because they had the training gained from different platforms with them.



According to Barron et al. (2021), despite the overwhelming consequences of the pandemic, this global crisis had also been an extraordinary time for learning. They were learning how adaptable and resilient educational systems, policymakers, teachers, students, and families can be. The pandemic had recalibrated how teachers divided their time between teaching, engaging with students, and administrative tasks. According to a survey conducted by Instituto Peninsula, in Brazil, 83% of teachers did not consider being prepared to teach remotely, 67% were anxious, 38% felt tired, and less than 10% were happy or satisfied. The pandemic had highlighted the flexibility and more time for student- teacher interactions.

What is the teaching performance of the respondents for S.Y. 2020-2021?

Table 12. *Teaching Performance*

<i>IPCRF Rating</i>	<i>Performance level</i>	<i>Frequency</i>	<i>%</i>
4.500-5.000	Outstanding	3	5.2
3.500-4.499	Very Satisfactory	51	87.9
2.500-3.499	Satisfactory	4	6.9
1.500-2.499	Unsatisfactory	0	0.0
below 1.499	Poor	0	0.0
Average		58	100.0

Table 12 displays the teaching performance level of the respondents in the school year 2020-2021. The results indicated that 51 or 87.9 %, which were the majority of the newly-hired teachers, had a very satisfactory teaching performance rating even during this time of the pandemic. 4 or 6.9% of them, on the other hand, acquired a satisfactory teaching performance rating while the remaining 3 or 5.2% were the ones who earned a very satisfactory teaching performance rating. This further implied that, even at the pandemic, newly-hired teachers could still produce a satisfactory performance even if different challenges were being thrown at them.

Is there a significant relationship between the demographic profile of the respondents and the challenges they encountered?

Table 13. *Relationship Between the Demographic Profile and the Challenges Encountered*

<i>Age (in years)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
21-25	14	24.1
26-30	27	46.6
31-35	10	17.2
above 35	7	12.1
Total	58	100.0

Table 13 presents the relationship between the demographic profile and the challenges encountered using the Point-Biserial Correlation analysis. Results revealed that age (26-30) was significantly associated with their perceived challenges ($r=-0.359$, $p=0.006$). This result implied that the respondents belonging to 26-30 years of age had a higher level of challenges encountered compared to those respondents with at least 31 years of age. Respondents aged 21-25 years and those aged at least 31 years had a comparable level of challenges encountered. On the other hand, the demographic profile like gender, number of training, and distance of residence to school were not significantly correlated to their perceived level of challenges encountered. The observed p-values exceeded the 0.05 level of significance. This result suggested that the respondents had a comparable level of challenges encountered regardless of their gender, attended training, and the distance of residence to the school. Thus, the null hypothesis of no significant relationship between the demographic profile (except for age- specific 26-30 years) and the challenges encountered was not rejected.

Aldeman (2019) stated that when most people think about how teachers entered the profession, they might think of what could be called a traditional route-- student teaching during college, followed by a full-time teaching job beginning at 22 or 23 years old. While this iwa still the typical path into teaching, only about 55 percent of incoming teachers in American public schools started out this way. Twenty percent entered in their late 20s, 16 percent entered their 30s, and the remaining 9 percent entered after age 40. According to an agency of the European Union, EU-OSHA (2021), New to the workplace, young people might lack experience and often lack both physical and psychological maturity. They may not take seriously enough the risks that they face. Other factors that put young people at greater risk included insufficient skills and training and not having the confidence to speak out.

Furthermore, Pew Research Center (2021) mentioned that about half (52%) of younger workers, ages 18 to 34, said, they needed more education and training to



get ahead in their job or career, and 46% said, they had what they needed to advance now. As expected, older workers were more likely to say they already had the training they needed. Two-thirds (66%) of workers 35 and older report having the necessary training and education to advance now, and about three in ten (32%) said that they needed more education and training to advance.

Is there a significant relationship between the respondents' level of challenges and their teaching performance?

Table 14. *Relationship Between the Respondents' Level of Challenges and Their Teaching Performance*

Gender	Frequency	Percentage (%)
Male	4	6.9
Female	54	93.1
Total	58	100.0

Table 14 presents the relationship between the respondents' level of challenges and their teaching performance using the Pearson Product Moment Correlation analysis. The result displayed that the level of challenges encountered by the respondents was not significantly associated with their teaching performance ($r=-0.036$, $p=0.790$). In addition, the level of challenges relative to workload ($r=0.031$, $p=0.818$), instructional management ($r=-0.086$, $p=0.522$), classroom management ($r=-0.130$, $p=0.332$), and school environment ($r=0.048$, $p=0.722$) were not significantly correlated to their teaching performance. This result entailed that the teaching performance of the respondents was not linearly associated with their different perceived challenges encountered. Thus, the null hypothesis of no significant relationship between the level of challenges encountered and the teaching performance of the respondents was not rejected.

Johnson (2018) stated that anyone who had been a new teacher knew that significant struggles, embarrassing missteps, and brutally long days were a big part of the first few years. While that was part of the story, it shouldn't be the whole thing. New teachers did a lot more than stay in their classrooms too late and struggle to control classrooms every year. They also created and innovated, connected with and inspire students, and breathed new life into the old curriculum—but these things hardly ever got a headline. The one-sided new teacher narrative was a serious problem because

constantly being stigmatized for one's deficiencies can take a toll on new teachers and the job they do. Newkirk (2017) discussed in his book how having even one known strength can infuse them with the confidence to get through life's toughest lessons. It turned out that new teachers regularly do bring certain strengths and had some advantages over more veteran teachers that helped them to navigate the tumultuous seas of those first years.

What LAC session can be derived based on the results of the study?

Based on the findings of the study, the researcher formulated a Learning Action Cell (LAC) session which explored topics on Planning School-based/Staff Development Activities, modular distance learning, teaching in new normal (instructional methods and strategies), class home management, coping with the new normal (health protocols and restrictions), managing stress, support system and positive reinforcement for newly hired teachers in order to equip them in combating the challenges they are facing.

The proposed Learning Action Cell (LAC) session would be conducted with the help and expertise of the District Supervisor and respective School Heads of the schools from Tagoloan District. Furthermore, other key personnel pertinent to the LAC session, such as the LAC leader, facilitator, documenter, and resource person are identified.

Conclusion

This study aimed to analyze and present the relationship and describe the challenges encountered by the newly hired teachers in the new normal in the district of Tagoloan.

Based on the summary of the results, the researcher concluded that the newly hired teachers found their workload, classroom management, and school environment to be challenging. In contrast, instructional management was found to be very challenging for them. Due to the COVID-19 pandemic, the challenges faced by the newly hired teachers were doubled. That is why they needed proper training and assistance from their superiors and other key persons upon facing these specific challenges.

The researcher also concluded that although the newly hired teachers were challenged with the different aspects such as workload, instructional

management, classroom management, and school environment, their performances in their respective schools were not that much affected, as shown in the result of their Individual Performance Commitment and Review Form (IPCRF) rating conducted by their immediate head.

A LAC session, therefore, would help the newly hired teachers encountering challenges in the new normal. This would manage these challenges that they encountered and would encounter in the future. With the help of the school heads, district coordinating principal, LAC resource persons, learning facilitators, and other key persons, the LAC session would be able to equip the newly hired teachers with rightful knowledge and skills in combating such different challenges in the new normal.

Based on the findings and conclusions of the study, the following recommendations were given: (1) Learning Action Cell (LAC) sessions should be conducted regularly to engage collaborative learning sessions to solve shared challenges encountered by the newly hired teachers in the school. (2) Training should be given to the newly hired teachers in order to equip them with skills that would help them when they encounter further challenges in their teaching career. (3) Master teachers and experienced teachers should be the role model and guide the newly hired teachers, most especially with the tasks they were unfamiliar with. (4) School heads have to consider the teaching experience of the newly hired teachers before they assign tasks and workloads to them.

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